UNIVERSITI TEKNOLOGI MARA

EXPLORING FACTORS THAT INFLUENCE THE USE OF BLENDED LEARNING AMONG UITM ACADEMICIANS: A QUALITATIVE INQUIRY

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MScIT

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ABSTRACT

This research reports on factors that influence UiTM academicians in blended learning. Many higher learning institutions in Malaysia have implemented blended learning because of its effectiveness as a learning approach. However, studies have shown that academicians are apprehensive about teaching in blended learning. The theoretical framework for this study is based on Technology Acceptance Model and Technology Readiness Index. Technology Acceptance Model focuses on the acceptance of technology through perceived usefulness and perceived ease of use and four dimensions from Technology Readiness Index: optimism, innovativeness, insecurity and discomfort. Data were gathered through survey among academicians in UiTM. The analysis of this study was divided into two parts which are quantitative analysis and qualitative analysis. The first part of this analysis and findings for quantitative analysis is demographic analysis which presents the total key informants in this study, the analysis on key informant's gender where the highest key informants as female. The second part of this analysis and findings is qualitative analysis comprising four questions. Based on the study, there are 7 factors of blended learning using among UiTM academician which is ease of use, university encouragement, flexibility, attractiveness, new technology usage, university policy and learning aids. The study also found that there are 3 main factor of blended learning using among UiTM academician which are university, encouragement ease of use and flexibility. Next, it is found there are 6 blended learning usages which are online discussion, online quiz, i-Learn, video, YouTube and forum. It is found there are 3 blended learning advantages among UiTM academician which are mobility, flexibility and saves time. Last but not least, it is found that there are three (3) challenges of using blended learning which are technical challenges, organizational challenges and instructional design challenges. Its practical contribution includes knowledge which can be incorporated into the e-learning training modules to address the problem of low adoption of blended learning.

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